Arizona State Systemic Improvement Plan Update

State Performance Plan / Annual Performance Report

- All indicators are still significant and will be tracked and reported to OSEP

- Focused professional development & technical assistance will be provided by ADE

- A new indicator was added, 17, that requires the State to report on a set of specific improvement activities tied to one indicator

- Indicator 17- State Systemic Improvement Plan

State Systemic Improvement Plan

What has been accomplished?

Required SSIP activities

- Data Analysis ✔
- Infrastructure Analysis ✔
- State Identified Measureable Result ✔
- Theory of Action
- Selection of Coherent Improvement Strategies

Broad Data Analysis
First Questions

- What data do we have and use in our current work?

- What data are used by other divisions in ADE?

- What data are most illustrative of student outcomes in Arizona?

Data Reviewed

SAIS service code

Race/ethnicity

Teacher and Administrator Retention

DISABILITY CATEGORY

AIMS proficiency

Graduation rate

AIMS Proficiency

NAEP

Dropout rate

Attendance rate

Grade level

Student growth

Arizona Department of Education

ESS

Process to the State Identified Measureable Result

- **April 2013 - Broad Data Analysis**
- Data was included from SPP/APR indicators, 618 data collections, student achievement data, and other sources of data as applicable
- Compliance data is an area of strength for Arizona
- All results indicators were considered in the initial discussions
- The discussion narrowed to indicators 1 & 3 (Graduation & Proficiency on Assessments)
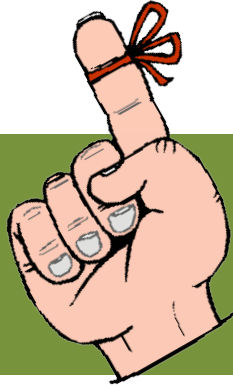
Remember

- **State Systemic Improvement plan must focus on a result indicator**
- **The results indicators are:**
  - **1 – Graduation Rate**
  - **2 – Drop Out Rate**
  - **3 – Student Achievement (Reading & Math)**
  - **5 – School Age LRE**
  - **6 – Preschool LRE**
  - **7 – Preschool Outcomes**
  - **14 – Post School Outcomes**
- **Must be aligned with current state initiatives and improvement plans**

# Process to the State Identified Measureable Result

- After some discussion an initial SIMR was proposed and presented to various stakeholders

- First draft SIMR: Improve student outcomes in reading for students with disabilities

- Stakeholder feedback is mixed, however, agreement made on reading as an area of need

Process to the State Identified Measureable Result

- Fall 2013 – Spring 2014 continued data analysis
- Data were disaggregated by disability category, race/ethnicity, ELL status, and socioeconomic level, subject (math/reading) and test type (AIMS/AIMSA)
- The High-Performing Project began as a result of the analysis
- Developed plan for increased stakeholder involvement

Process to the State Identified Measureable Result

- **Fall 2014 –** Stakeholder focus groups conducted
- High-Performing Project results shared
- Input gathered on data and infrastructure
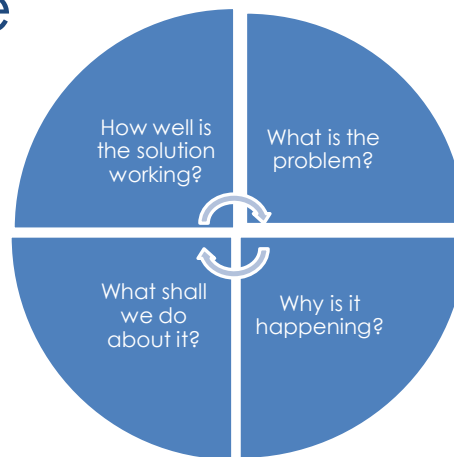
High-Performing Project
Is anyone doing well?

- Exceptional Student Services (ESS) examined three years of state testing data to identify districts and charters that demonstrated continual academic successes for students with disabilities

- ESS directors visited those school districts and charters to gather additional data about student performance

Arizona Assessment Data Overall Proficiency
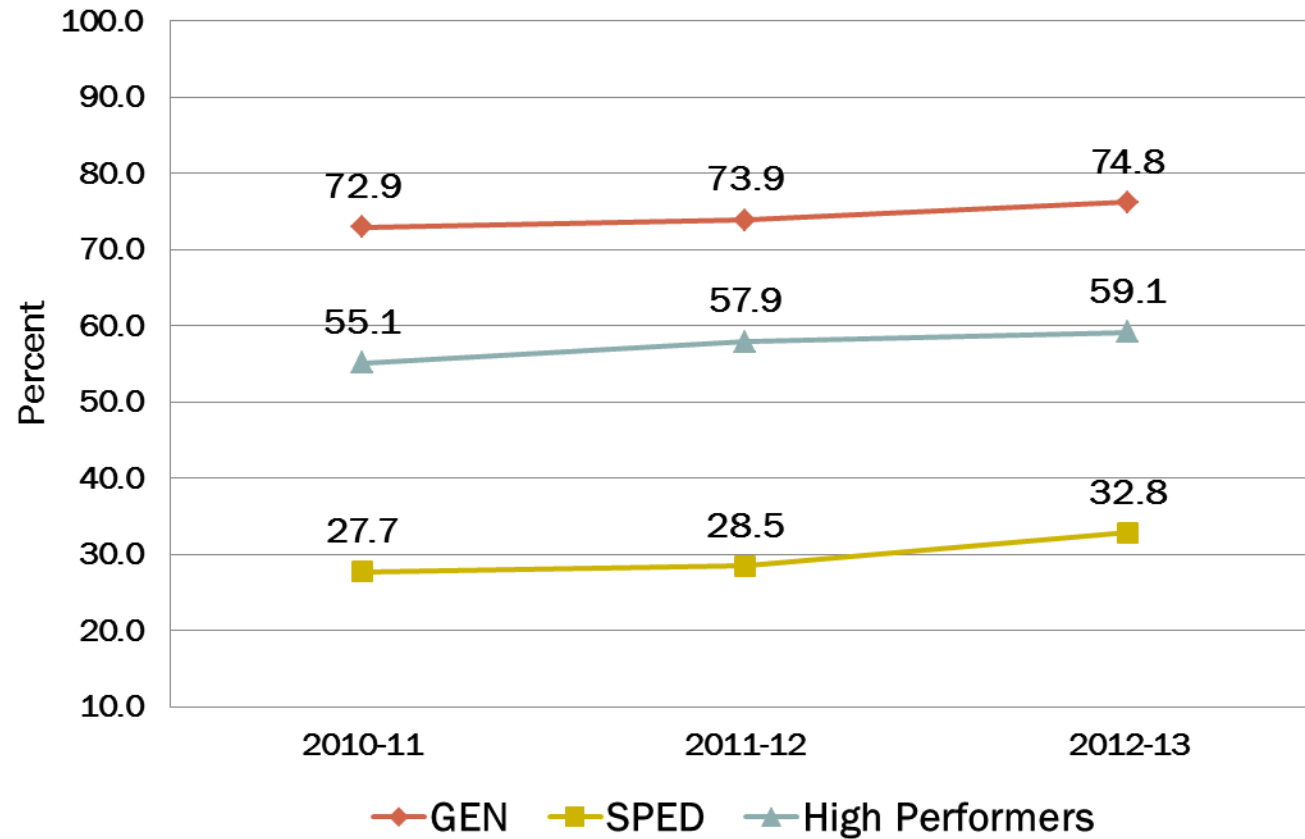
Top Six Trends

1. School culture is one of high expectations for <u>ALL</u> students; student-first mentality

2. Highly effective teaching strategies are utilized in the general education classroom

3. Data is collected often and drives decision making

4. Students are provided with reteach and enrichment activities based upon analysis of data

5. Students with disabilities receive core instruction in the general education classroom

6. Effective leadership

Data Examples

Percent Proficient: AIMS Reading

General Ed: 79 (2009-2010), 82 (2010-2011), 82 (2011-2012), 78 (2012-2013), 76 (2013-2014)

SWD: 37 (2009-2010), 40 (2010-2011), 39 (2011-2012), 41 (2012-2013), 42 (2013-2014)
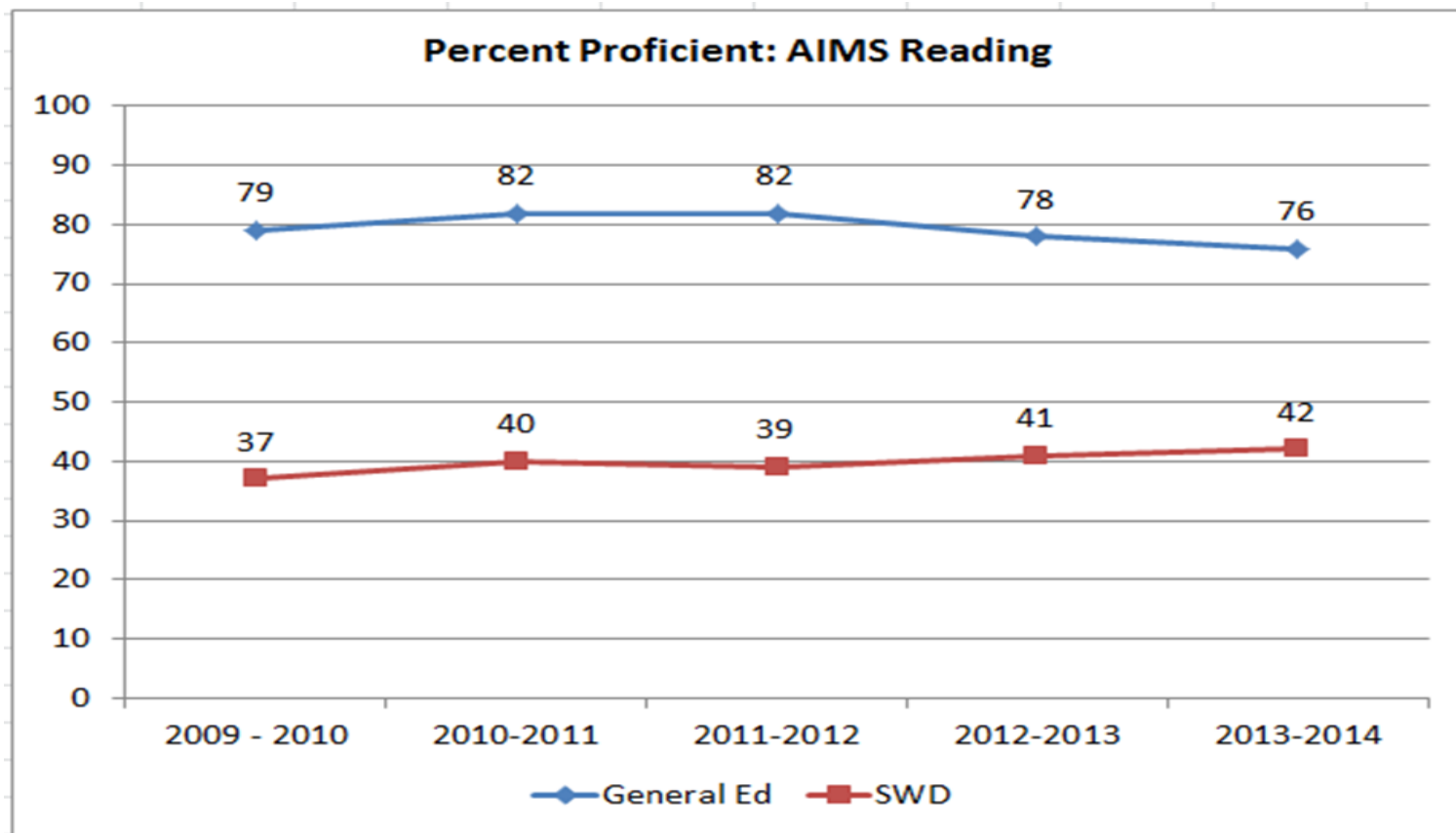
Students with specific learning disabilities are the highest in student population with the lowest performance on state assessments

Percent Proficient on AIMS Reading

Category	2010-2011	2011-2012	2012-2013
SLD- Specific Learning Disability	23.3%	24.2%	25.4%
SLI- Speech/Language Impairment	68.4%	66.7%	67.1%
OHI- Other Health Impairment	38.6%	39.2%	41.2%
ED- Emotional Disability	42.2%	42.1%	44.7%
A- Autism	44.1%	44.9%	46.5%
HI- Hearing Impairment	46.9%	48.2%	46.1%
OI- Orthopedic Impairment	48.2%	48.8%	51.8%
VI- Visual Impairment	69.0%	66.0%	64.0%
EDP- Emotional Disability Private School	26.5%	25.8%	32.2%

AIMS Reading ALL grades

Performance
- ■ Exceeds (blue)
- ■ Meets (green)
- ■ Approaches (light orange)
- ■ Falls Far Below (orange)

Title

2012 - 2014 AIMS Reading Performance for General and Special Education Students, Percent

Year	Group	Falls Far Below	Approaches	Meets	Exceeds
2012	Gen Ed		15.66%	69.67%	12.14%
2012	Spec Ed	21.16%	40.66%	34.17%	
2013	Gen Ed		15.00%	71.73%	11.19%
2013	Spec Ed	17.53%	42.69%	35.92%	
2014	Gen Ed		14.93%	73.20%	10.31%
2014	Spec Ed	12.82%	45.86%	37.49%	
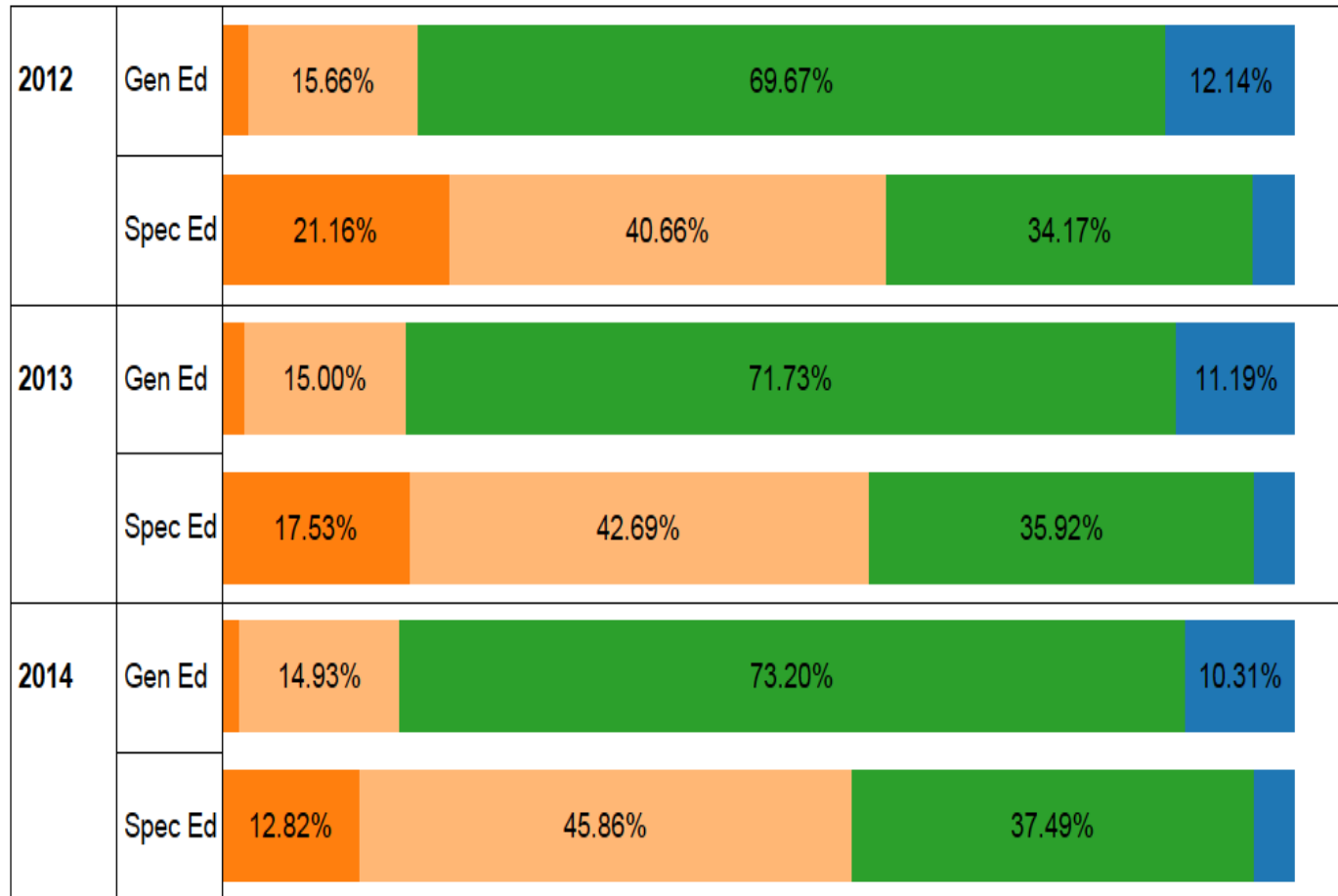
Tot % Gen Ed vs Spec Ed Passing | Tot % District vs Charter Passing | Tot % All Students Passing | Tot % Passing Gen Ed vs Spec Ed | Tot % Passing District vs Charter | **Reading by Perf, % Gen Ed vs...** | Readi
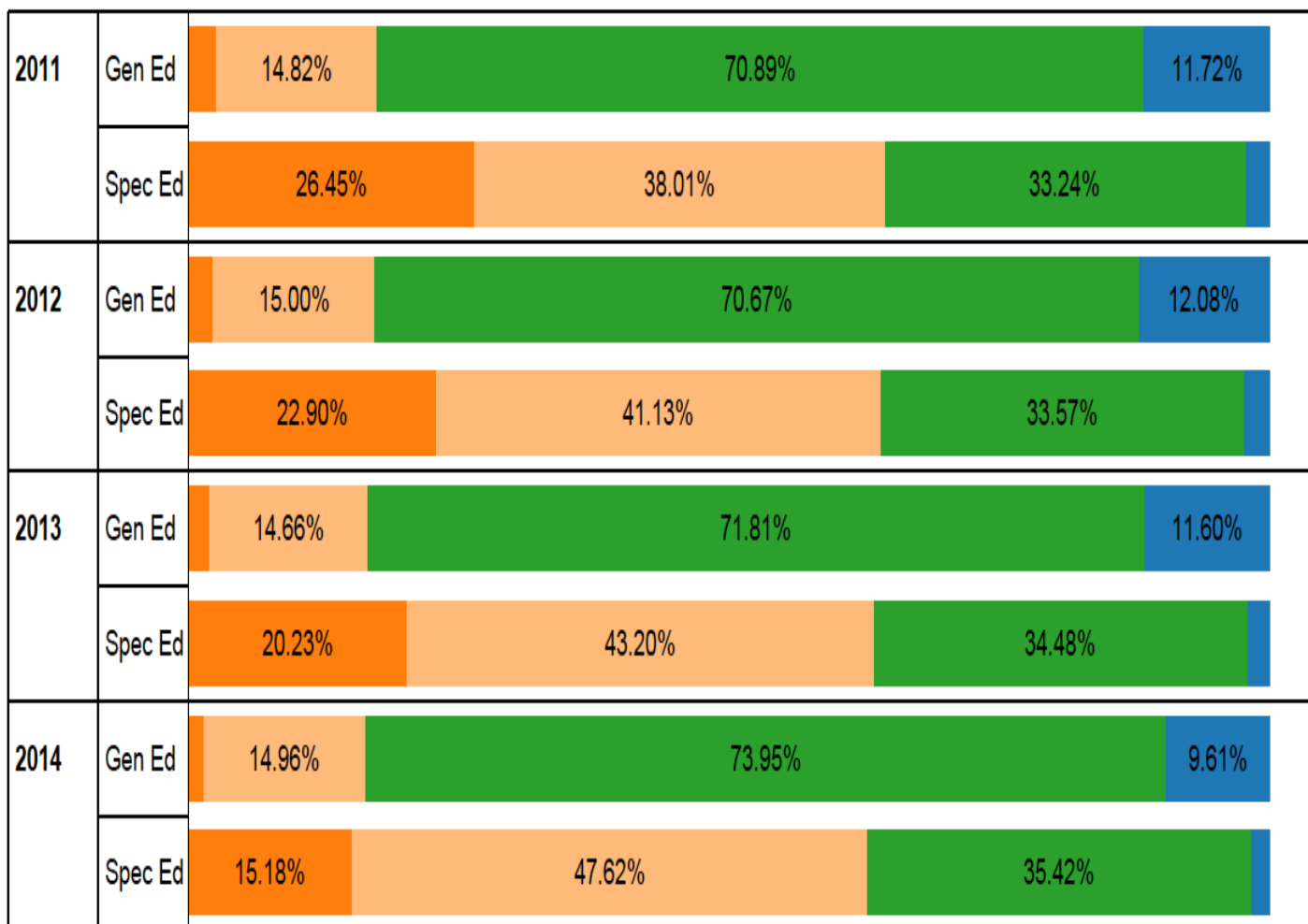
AIMS Reading grades 3-8

Performance
- ■ Exceeds
- ■ Meets
- ■ Approaches
- ■ Falls Far Below

Title

1. 2011 - 2014 AIMS Reading Performance for General and Special Education Students Grades 3-8, percentage

Year	Group	Falls Far Below	Approaches	Meets	Exceeds
2011	Gen Ed		14.82%	70.89%	11.72%
2011	Spec Ed	26.45%	38.01%	33.24%	
2012	Gen Ed		15.00%	70.67%	12.08%
2012	Spec Ed	22.90%	41.13%	33.57%	
2013	Gen Ed		14.66%	71.81%	11.60%
2013	Spec Ed	20.23%	43.20%	34.48%	
2014	Gen Ed		14.96%	73.95%	9.61%
2014	Spec Ed	15.18%	47.62%	35.42%	

Process to the State Identified Measureable Result

- Second draft SIMR: Improve student outcomes in reading for students with specific learning disabilities

- Multiple stakeholder groups were presented this second draft focus area and feedback was again mixed, both positive and negative

Stakeholder Meeting

- Members from the US Department of Education Office of Special Education Programs (OSEP), came to Arizona on November 3rd and 4th 2014 to provide TA
- Stakeholders were represented from the following groups:
  - District and Charter Special Education Directors
  - Department of Developmental Disabilities
  - Exceptional Student Services
  - Homeless, Refugee, and African American Outreach Education
  - Office of English Language Acquisition
  - Early Childhood Education (Part C)
  - Career and Technical Education
  - Statewide Director Leadership Team
  - Raising Special Kids
  - Data Management

OSEP Feedback

- Need to dig deeper into data
- Align more closely with current improvement efforts in the state
- Align with general education initiatives in the state
- Look at a small subset of schools for SIMR

Process to the State Identified Measureable Result

- Feedback from OSEP led to further deep analysis of data

- Analysis conducted in collaboration with ADE School Improvement unit

- Discussions on how to best use resources from both units for leverage, to better support schools and improve outcomes

What rose to the top?

Focus and pre-intervention schools have high population of students with disabilities

In reading the lowest achieving students are

Students with a specific learning disability

Arizona's State Identified Measurable Result (SIMR)

- To increase the percent passing on the state assessment in reading for students with specific learning disabilities in grades 3–8 in the FFY 2014 cohort of focus and pre-intervention schools.

There are so many elements to consider and all are important…

Current State Priorities and Initiatives

ADE Strategic Plan

Move On When Reading

Family Engagement

Multi-Tiered System of Support

A-F Accountability System

Examining Practices- EDISA

Close the Reading Gap

Evidence Based Practices

Strong Leadership

Data Driven Decision Making

Student First Mentality

Reteach and Enrich

Core Instruction in General Education Setting

Collaboration

ESS

School Improvement and Intervention

Title I

Office of English Language Acquisition

21st CCLC

Early Childhood

Other Stakeholder Groups

- ESS sought the input of educators, parents and community members using an in person focus group model in 17 meetings held in Flagstaff, Tucson, and Phoenix

- ESS internal SSIP Workgroup

- Secondary Transition Groups

- Special Education Advisory Panel

- Raising Special Kids

- ESS Early Childhood Unit

- County Special Education Director Meetings

Process to the SIMR

Over the past several months…

- Nearly every group agreed that Indicator 3C (Proficiency) and focusing on reading was the top priority

- All stakeholder groups agreed that success will only occur when general education and special education combine efforts and work together

State-identified Measurable Result (SIMR) Progression

Improve student outcomes in reading for students with disabilities

Improve student outcomes in reading for students with specific learning disabilities

Increase the percent passing on the State assessment in reading for students with specific learning disabilities in grades 3–8 in the FFY 2014 cohort of focus and pre-intervention schools.

Next Steps

Conduct an in-depth analysis:

Root Cause Investigation using High Performing Project as a foundation

Conduct an in-depth infrastructure analysis:

Identify Leverage Points and Barriers

Use results to develop coherent improvement strategies, and theory of action

Next Steps

Conduct an in-depth analysis:

Root Cause Investigation

Root Cause Investigation

- Now that we have a SIMR it is essential to think about what might be the cause of the identified problem
- This will move the State toward determining improvement strategies and crafting the theory of action

Next Steps

Conduct an in-depth infrastructure analysis:

Identify Leverage Points and Barriers

Identify Leverage Points and Barriers

- Identify strengths in infrastructure that support SSIP

- Identify challenges in infrastructure that could impede progress, and may need to be addressed in SSIP improvement strategies

Next Steps

After these two steps we will develop coherent improvement strategies and a theory of action

Next Steps

- Stakeholder meetings will continue to be held regularly as we conduct a root cause analysis, in-depth infrastructure analysis, and the development of the Continuous Improvement Process

- Although the individuals attending these meetings may be different, the roles will be the same (e.g. Parents, Directors, Higher Education)

THANK YOU!

To provide additional feedback or receive updates, visit
http://www.azed.gov/special-education/ssip/ or Email:
SSIPinbox@azed.gov